HISTORY OF MODERN IRELAND: 1852-PRESENT
(IRISH-UA 9184)

Instructor Information

- Dr Peter Hession, Assistant Professor / Faculty Fellow in Irish History
- Office Hours: contact me via email for appointment
- Email: ph2401@nyu.edu
- Profile: https://as.nyu.edu/faculty/Peter-Hession.html

Course Information

- History of Modern Ireland: 1845-Present (IRISH-UA 9184)
- Summer semester
- Monday and Wednesday, 9.30-12.00 pm.
- Room 3051, Arts Building, Trinity College Dublin.
- https://brightspace.nyu.edu/

Course Description

This course explores the Irish experience at home and abroad from devastation of the Great Famine (1845-52) to the present-day, encompassing the major scholarly debates which have helped shape contemporary perspectives on modern Irish history. Placing Ireland in global context, the course moves through key junctures in Irish history to embrace diverse themes ranging from the rise of democracy, empire and nationalism to Ireland’s role in the history of capitalism and its place in the modern world system. Framing Irish history in colonial, postcolonial and diasporic terms, the course moves from the crucible of modern Ireland in the nineteenth-century – the rise of mass politics, famine, mass migration, agrarianism, nationalism and unionism – to the formation of modern Ireland in the early twentieth-century through cultural revival, revolution and counter-revolution, partition, state formation, depression and war. The course goes on to examine the emergence of contemporary Ireland through the crosshairs of ‘the Troubles’, Europeanization, secularization and neoliberal globalization since the 1960s, tracing struggles for civil rights, gender equality and constitutional change up to the recent crises of the 2008 crash, Brexit and Covid-19.

Course Goals / Objectives

Students who complete this course will further their knowledge and understanding of:

- The key themes and topics in modern Irish history
- The people, events, and processes that shaped the history of Ireland since 1800
- How Ireland shaped the modern world and vice versa
- Major approaches, historiographical questions, and interpretations the field of modern Irish history
Students who complete this course will also improve their ability to:

- Analyze and contextualize primary sources
- Communicate effectively orally and in writing and
- Produce a research paper grounded in both secondary and primary sources
- Work independently and in collaboration with others

**Course Materials**

**Required readings**


**Suggested Supplemental Texts:**

- FHA Aalen et al. (eds.) *Atlas of the Irish Rural Landscape* (Cork, 2011).
- Cormac Ó Gráda, *A Rocky Road: The Irish Economy Since the 1920s* (Manchester, 1997)

**Resources**

- Access your course materials: [https://brightspace.nyu.edu/](https://brightspace.nyu.edu/)
- Databases, journal articles, and more: Bobst Library
- Assistance with strengthening your writing: NYU Writing Center
- Obtain 24/7 technology assistance: IT Help Desk
- Tutoring and academic skills workshops are offered by the University Learning Center
- Support for personal and health-related issues at the Wellness Exchange: (212) 443-9999 (24/7 confidential calls): [www.nyu.edu/999](http://www.nyu.edu/999)
Course Policies

- CAS Academic Policies can be found at https://cas.nyu.edu/academic-programs/bulletin/policies/academic-policies.html.

Attendance and Tardiness

- Participants are expected to come to class on time, to participate in regular class discussion, and to demonstrate and courtesy and respect toward fellow classmates during all class discussions.
- Please take note of NYU policy on religious observance and CAS Academic Policies at https://cas.nyu.edu/academic-programs/bulletin/policies/academic-policies.html.

Late Assignments (may also include missed and makeup exams)

In the event that assignments are handed in late, a graduated fixed-grade penalty will be applied up to one week following the final deadline.

Academic Integrity/Plagiarism

Academic Integrity, Plagiarism, and Cheating (adapted from the website of the College of Arts and Science, https://cas.nyu.edu/content/nyu-as/cas/academic-integrity.html):

Academic integrity means that the work you submit is original. Obviously, bringing answers into an examination or copying all or part of a paper straight from a book, the Internet, or a fellow student is a violation of this principle. But there are other forms of cheating or plagiarizing which are just as serious — for example, presenting an oral report drawn without attribution from other sources (oral or written); writing a sentence or paragraph which, despite being in different words, expresses someone else’s idea(s) without a reference to the source of the idea(s); or submitting essentially the same paper in two different courses (unless both instructors have given their permission in advance). Receiving or giving help on a take-home paper, examination, or quiz is also cheating, unless expressly permitted by the instructor (as in collaborative projects).

Disability Disclosure Statement

New York University is committed to providing equal educational opportunity and participation for students of all abilities. We work with NYU students to determine appropriate and reasonable accommodations that support equal access to a world-class education.

Students requesting academic accommodations are advised to reach out to the Moses Center for Student Accessibility as early as possible in the semester for assistance.

Henry and Lucy Moses Center for Student Accessibility
Telephone: 212-998-4980
Website: http://www.nyu.edu/csd
Email: mosescsd@nyu.edu
Wellness Statement
In a large, complex community like New York University, it's vital to reach out to others, particularly those who are isolated or engaged in self-destructive activities. Student wellness (https://cas.nyu.edu/content/nyu-as/cas/academic-programs/student-wellness.html) is the responsibility of us all.

The NYU Wellness Exchange is the constellation of NYU’s programs and services designed to address the overall health and mental health needs of its students. Students can access this service 24 hours a day, seven days a week: wellness.exchange@nyu.edu; (212) 443-9999. Students may also call the Wellness Exchange hotline (212-443-9999) or the NYU Counseling Service (212-998-4780) to make an appointment for single session, short-term, or group counseling sessions.

Assignments/Requirements and Grading Breakdown

The grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Description</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Students are expected to arrive to class on time and be prepared to discuss the assigned readings individually and through group work with others.</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>Each student will deliver a 15-minute oral presentation beginning each session to introduce and explore a chosen topic related to the class’s theme.</td>
<td>25%</td>
</tr>
<tr>
<td>Mid-Term Assignment</td>
<td>Students will complete a short paper (6 pages double-spaced) based on a weekly topic not covered in their presentation, to be submitted on Friday 7 July 2023.</td>
<td>25%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>Research paper (12 pages double spaced) on a topic to be determined in conjunction with the instructor. Submit via email by the last day of class (Friday 21 July 2023)</td>
<td>40%</td>
</tr>
</tbody>
</table>

Class Grade
The final class grade will be assigned as follows:

A 95-100% A- 90-94% B+ 87-89% B 83-86% B- 80-82% C+
77-79% C 73-76% C- 63-72% 0-62%
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>19 Jun</td>
<td>Mon.</td>
<td>Post-Famine Ireland: Course Introduction and Overview</td>
</tr>
<tr>
<td>Class 2</td>
<td>21 Jun</td>
<td>Wed.</td>
<td>Home and Away: Fenianism, Agrarianism &amp; the Land War</td>
</tr>
<tr>
<td>Class 3</td>
<td>26 Jun</td>
<td>Mon.</td>
<td>Parnellism and its Enemies: Home Rule, Nationalism and Unionism</td>
</tr>
<tr>
<td>Class 4</td>
<td>27 Jun</td>
<td>Tue.</td>
<td>Guest Lecture: Cormac O’Malley on Ernie O’Malley (1897-1957)</td>
</tr>
<tr>
<td>Class 5</td>
<td>28 Jun</td>
<td>Wed.</td>
<td>Fin de siécle Ireland: Sport, Language and Cultural Revival</td>
</tr>
<tr>
<td>Class 6</td>
<td>30 Jun</td>
<td>Fri.</td>
<td>Field Trip: Kilmainham Goal and the Carceral State c. 1900</td>
</tr>
<tr>
<td>Class 7</td>
<td>3 Jul</td>
<td>Mon.</td>
<td>Empire’s Ends: The First World War and the Irish Revolution</td>
</tr>
<tr>
<td>Class 8</td>
<td>5 Jul</td>
<td>Wed.</td>
<td>Saorstát Éireann: Counter-Revolution, Catholicism and the State</td>
</tr>
<tr>
<td>Class 9</td>
<td>10 Jul</td>
<td>Mon.</td>
<td>Plato’s Cave? World War II, Neutrality and the Crisis of Stagnation</td>
</tr>
<tr>
<td>Class 10</td>
<td>12 Jul</td>
<td>Wed.</td>
<td>Britain’s Longest War: The Northern Ireland ‘Troubles’ in Context</td>
</tr>
<tr>
<td>Class 11</td>
<td>17 Jul</td>
<td>Mon.</td>
<td>Trials of Modernization: Irish Society from Lemass to Haughey</td>
</tr>
<tr>
<td>Class 12</td>
<td>19 Jul</td>
<td>Wed.</td>
<td>The Celtic Tiger and Globalization in the 21st Century</td>
</tr>
</tbody>
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Course Schedule

Class 1: Locating Post-Famine Ireland: Course Introduction and Overview (19 Jun.)

Required readings

Primary sources
- Maps: Plantations of Ireland; Great Famine; Irish Language Decline; Irish Diaspora.
- BBC Clip: Britain’s colonial legacy in Ireland under spotlight after Black Lives Matter
- James Fintan Lalor articles from: The Nation (1847)

Audiovisual (optional)
- Film: Lance Daly (dir.) Black ’47 (2018)

Class 2: Home and Away: Fenianism, Agrarianism and the Land War (21 Jun.)

Required readings
- Peter Hart, ‘The Fenians and the international revolutionary tradition’ in The black hand of republicanism: Fenianism in modern Ireland, (Dublin, 2009), pp. 190-204.

Primary sources
- IRB Proclamation of the Irish Republic, 1867.
- Map: Land League meetings, 1879-1880
Audiovisual (optional)
- Talk: Niall Whelehan, Changing Land: Diaspora Activism and the Irish Land War (2022)
- Clip: Paintings Tell the Story of Fenian Invasion (2018)

Class 3: Parnellism and its Enemies: Home Rule, Nationalism and Unionism (26 Jun.)

Required readings

Primary sources
- Irish Parliamentary Party Pledge, 1885.
- Charles Stewart Parnell speech, 21 January 1885
- Map: Irish Elections 1868-1892

Audiovisual (optional)
- RTÉ Documentary: *Charles Stewart Parnell* (1994)
- UTV Documentary: *Charles Stewart Parnell: The Uncrowned King* (1992)

Class 4: Guest Lecture: Cormac O’Malley on Ernie O'Malley (1897-1957) (27 Jun.)

Required readings

Primary sources
- Extract: Ernie O'Malley, *The men will talk to me* (Dublin, 2018)
Audiovisual (optional)

- Podcast: Cormac O Malley interview 12 Oct. 2021

Class 5: Fin de siècle Ireland: Sport, Language and Cultural Revival
(28 Jun.)

Required readings

- PJ Matthews, Revival: The Abbey Theatre, Sinn Féin, the Gaelic League and the Co-operative Movement (Cork: Cork University Press, 2003), pp. 35-45

Primary sources


Audiovisual (optional)

- TG4 Documentary: Dubhghlas de hÍde/ Douglas Hyde (2016)

Class 6: Field Trip: Kilmainham Goal and the Carceral State c. 1900
(30 Jun.)

Required readings


Primary sources

- ‘Programme of commemoration held by Republican Women Prisoners of War in Kilmainham’, 24 April 1923
- Images: Kilmainham Prison Survey Plans 1936-1946
Audiovisual (optional)
- Video clip: 'Queer History Tour of Kilmainham Gaol' (24 Jun. 2020)
- Video clip: 'Kilmainham Jail Life, 1921' (6 Feb. 2021)

Class 7: Empire’s Ends: The First World War and the Irish Revolution
(3 Jul.)

Required readings

Primary sources
- Dail Eireann Treaty Debates, 1921-22.

Audiovisual (optional)
- RTÉ Documentary: [1916 the Irish rebellion](https://www.rte.ie) (2016)
- Film: Ken Loach (dir.) *The Wind that Shakes the Barley* (2007)
- Film: Neil Jordan (dir.), *Michael Collins* (1997)

Class 8: *Saorstát Éireann*: Counter-Revolution, Catholicism and the State
(5 Jul.)

Required readings

Primary sources
• Extracts from *Bunreacht na hÉireann*, 1937
• Eamon De Valera, ‘The Ireland That We Dreamed Of’, 1943.
• Images: Eucharistic Congress, 1932.

Audiovisual (optional)
• Film: Ken Loach (dir.) *Jimmy’s Hall* (2014)
• Film: Jim Sheridan (dir.) *The Field* (1990)
• RTÉ Documentary: *Seven Ages 2: Depression and Rise of Fianna Fail to Power* (2000)

**Class 9: Plato’s Cave? World War II, Neutrality and the Crisis of Stagnation (10 Jul.)**

Required readings
• Bryce Evans, *Ireland during the Second World War: Farewell to Plato’s Cave* (Manchester: MUP, 2014), pp. 1-17
• Tom Garvin, *Preventing the Future: Why was Ireland so poor for so long?* (Dublin: Gill and Macmillan, 2005), pp. 112-157

Primary sources
• Elizabeth Bowen, "Notes on Eire": Espionage Reports to Winston Churchill, 1940-2
• Clip: Éamon de Valera replies to Winston Churchill, 1945.
• Resignation speech of Dr Noel Browne, Minister for Health, *Dáil Éireann*, 12 Apr 1951

Audiovisual (optional)
• RTÉ Documentary: *Eamon De Valera Hidden History [WW2]* (2016)
• TV3 Documentary: *Dublin Tenements* (2018)
• Film: John Crowley (dir.) *Brooklyn* (2015)

**Class 10: Britain’s Longest War: The Northern Ireland ‘Troubles’ in Context (12 Jul.)**

Required readings

Primary sources
• Memorandum by UK Home Secretary, 3 March 1972.
• John Hume on Anglo-Irish Agreement, European Parliament, 12 Dec. 1985
• Choose one section from: The Northern Ireland Peace Agreement, 10 April 1998.

Audiovisual (optional)
• BBC Documentary: The Essential History of the Troubles (1994)
• BBC Documentary: Spotlight on The Troubles - Episodes 1, 2, 3 & 4 (2019)
• Film: Kenneth Branagh (dir.) Belfast (2022)
• Documentary: Margo Harkin (dir.) Bloody Sunday: a Derry diary (2007)
• ITV drama mini-series: Paul Greengrass (dir.) Bloody Sunday (2002)

Class 11: Trials of Modernization: Irish Society from Lemass to Haughey (17 Jul.)

Required readings
• Tom Garvin, Preventing the Future: Why was Ireland so poor for so long? (Dublin: UCD Press, 2005), pp. 112-157

Primary sources
• Programme for Economic Expansion, 1958.
• EEC Accession Referendum Leaflets, 1972.
• Images: Miscellaneous campaign posters, 1978-83.

Audiovisual (optional)
• RTÉ Documentary: TK Whitaker (2019)
Class 12: The Celtic Tiger and Globalization in the 21st Century
(19 Jul.)

Required readings
- Sean Ó Riain, ‘Where is Ireland in the worlds of capitalism?’, Tom Inglis (ed.) Are the Irish different? (Manchester: Manchester University Press, 2014), pp. 22-33.

Primary sources
- Clip: John McColgan (dir.) Riverdance (1994)

Audiovisual (optional)
- RTÉ Documentary: How we blew the boom (2009)
- RTÉ Documentary: Bertie Episode 4: Boom (2019)

Submission deadline
(21 Jul)